

**EDYTHE JONES HAYES  
MIDDLE SCHOOL**

**2020-2021  
COMPREHENSIVE  
SCHOOL IMPROVEMENT  
PLAN**

**Goal 1- Proficiency Indicator: The percent of students scoring proficient or higher in Math and Reading will increase from 66.7% in 2018 to 74.7% in 2022.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b> The proficiency indicator score will increase from <b>88.7</b> in 2019 to <b>91.2</b> in 2021.	<b>(1,3) Plan Instruction and Assessments:</b> Teachers will plan instruction using school wide structures.	(1) Teachers will meet twice weekly to determine relevant standards for each topic.	Implementation of PDSA tool	Weekly	No funding
		(3) Teachers will complete the PDSA tool to outline weekly plans, including strategies and assessments.	Implementation of PDSA tool	Weekly	No funding
	<b>(2) Deliver Instruction:</b> Teachers will implement instruction using school wide structures.	(2) Teachers will use the Fundamental 5: Framing the Lesson resource to develop learning targets and closing tasks.	Implementation of PDSA tool	Weekly	No funding
		(2) Teachers will document and implement Marzano’s High Yield Instructional Strategies and Differentiated Instruction.	Implementation of PDSA tool	Weekly	No funding
		(3) Teachers will provide active engagement opportunities using Kagan Structures	Kagan Coaching Observations	Fall and Spring Semester Observations (2x/year)	School Funded
		(5) Teachers will implement the eOS to monitor and report student behavior in the classroom.	eOS	Daily	No funding
	<b>(4) Study the Student Data:</b> Teachers will implement the PDSA process to inform instruction.	(4) Teachers will complete the PDSA tool weekly to analyze student common assessment data.	Implementation of PDSA tool	Weekly	No funding
		(4) Teachers will determine remediation and enrichment strategies to use based upon data analysis.	Implementation of PDSA tool	Weekly	No funding
	<b>(5) Act upon the results of student data:</b> Teachers will implement the PDSA process to inform instruction.	(5) Teachers will employ remediation and enrichment strategies to support student learning.	PDSA	Daily	No funding
		(5) MTSS Committee will use data to determine tiered intervention needs.	Full implementation of MTSS protocol	Monthly	No funding
<b>Objective 2:</b> The percentage of students scoring proficient or distinguished in reading on KPREP will increase from <b>74.8%</b> in 2019 to <b>77.4%</b> in 2021.	<b>(2) Collections implementation:</b> Language arts teachers will implement the <i>Collections</i> curriculum for language arts instruction to fidelity.	2) Teachers will receive training in <i>Collections</i> as provided by the district.	After teachers receive full training in the program	Monthly	District funds
		4) Teachers will administer <i>Collections</i> assessment as directed by the district.	Upon completion of specified unit	Upon completion of each specified unit	District funds
	<b>(4) MAP and Collections data analysis:</b> Collegial groups will monitor assessment data from the <i>Collections</i> district assessment and MAP in order to adjust instruction and determine interventions.	(4) Language arts teachers will complete MAP data analysis after the winter and spring assessment to determine instructional adjustments and determine students who require MTSS interventions.	Full implementation of data analysis process	Check after each assessment has been administered	No funding
		(4) Language arts teachers will disaggregate each unit test from <i>Collections</i> to determine instructional adjustments and determine students for reteach.	Full implementation of data analysis process	Check after each assessment has been administered	No funding
	<b>(5) Re-teaching class:</b> Language arts teachers will determine students weekly for re-teaching class based on mastery of standards for the week.	(4) Language arts teachers will use formative assessment data to determine students for re-teaching class	Weekly check of progress on re-teaching process	Weekly	No funding
		(4) Reteach language arts teacher will redeliver instruction during re-teaching class to help students achieve mastery.	Weekly check of progress on re-teaching process	Weekly	No funding
<b>Objective 3:</b> The percentage of students scoring proficient or distinguished in math on KPREP will increase from <b>66.5%</b> in 2019 to <b>71%</b> in 2021.	<b>(2) enVision implementation:</b> Math teachers will implement the <i>enVision</i> curriculum for language arts instruction to fidelity.	(2) Teachers will receive training in <i>enVision</i> as directed by the district.	After teachers receive full training in the program	Completed by September 2018	District funds
		(4) Teachers will administer <i>enVision</i> assessment as directed by the district.	Upon completion of each topic	Upon completion of each specified topic	District funds
	<b>(4) MAP and enVision data analysis:</b> Collegial groups will monitor assessment data from the <i>enVision</i> district assessment and MAP in order to adjust instruction and determine interventions.	(4) Math teachers will complete MAP data analysis after the winter and spring assessment to determine instructional adjustments and determine students who require MTSS interventions.	Full implementation of data analysis process	Check after each assessment has been administered	No funding
		(4) Math teachers will disaggregate each unit test from <i>enVision</i> to determine instructional adjustments and determine students for reteach.	Full implementation of data analysis process	Check after each assessment has been administered	No funding
	<b>(5) Re-teaching class:</b> Math teachers will determine students weekly for re-teaching class based on mastery of standards for the week.	(4) Math teachers will use formative assessment data to determine students for re-teaching class	Weekly check of progress on re-teaching process	Weekly	No funding
		(4) Reteach math teacher will redeliver instruction during re-teaching class to help students achieve mastery.	Weekly check of progress on re-teaching process	Weekly	No funding

**Goal 2- Separate Academic Indicator: The separate academic indicator score will increase from 82.6 in 2018 to 87.8 in 2022.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b> The separate academic indicator will increase from <b>78.8</b> in 2019 to <b>86.1</b> in 2021.	<b>(1,3) Plan Instruction and Assessments:</b> Teachers will plan instruction using school wide structures.	(1) Teachers will meet twice weekly to determine relevant standards for each topic.	Implementation of PDSA tool	Weekly	No funding
		(3) Teachers will complete the PDSA tool to outline weekly plans, including strategies and assessments.	Implementation of PDSA tool	Weekly	No funding
	<b>(2) Deliver Instruction:</b> Teachers will implement instruction using school wide structures.	(2) Teachers will use the Fundamental 5: Framing the Lesson resource to develop learning targets and closing tasks.	Implementation of PDSA tool	Weekly	No funding
		(2) Teachers will document and implement Marzano’s High Yield Instructional Strategies and Differentiated Instruction.	Implementation of PDSA tool	Weekly	No funding
		(3) Teachers will provide active engagement opportunities using Kagan Structures	Kagan Coaching Observations	Fall and Spring Semester Observations (2x/year)	School Funds
		(5) Teachers will implement the eOS to monitor and report student behavior in the classroom.	eOS	Daily	No Funding
	<b>(4) Analyze Student Data:</b> Teachers will implement the PDSA process to inform instruction.	(4) Teachers will complete the PDSA tool weekly to analyze student common assessment data.	Implementation of PDSA tool	Weekly	No Funding
		(4) Teachers will determine remediation and enrichment strategies to use based upon data analysis.	Implementation of PDSA tool	Weekly	No Funding
<b>Objective 2:</b> The science indicator will increase from <b>66.7</b> in 2019 to <b>70.9</b> in 2021.  The percent of students scoring proficient or higher in science will increase from <b>43.3%</b> in 2019 to <b>49.2%</b> in 2021.	<b>(2) Amplify Implementation:</b> Science teachers will implement the Amplify curriculum as the new curriculum.	(2) All science teachers will receive training from an Amplify representative, as well as online support from Amplify as needed.	After science teachers receive training, teachers will fully implement the curriculum using the online Amplify materials and Amplify kits.	Teachers will use Amplify with fidelity.	District Funds
		((2) Grade levels will collaborate to explore materials and plan lessons to implement all Amplify materials and assessments	Analyze assessments and other data from Amplify activities upon completion of each unit	Teachers will use Amplify with fidelity. Teachers will collaborate twice a week.	District Funds
	<b>(4) Data Analysis:</b> Science teachers will use common assessments from Amplify.	(3) Science teachers will use assessments from Amplify with fidelity.	Full implementation of all of the portions of the specific program (may change by grade level) and the assessment	Teachers will use the program’s assessment at the completion of each unit.	District Funds
		(4) Science teachers will analyze data and determine adjustments for instruction.	Using the PDSA tool as a grade level to analyze student progress towards standards	Teachers will analyze data at the completion of each pre-test, critical juncture and post test within each unit.	No Funding
<b>Objective 3:</b> The social studies indicator will increase from <b>90.7</b> in 2019 to <b>99</b> in 2021.  The percent of students scoring proficient or higher in social studies will increase from <b>72.2%</b> in 2019 to <b>82.9%</b> in 2021.	<b>(1 and 2) Plan Instruction and Assessments:</b> Social studies teachers will collaborate to develop and implement instruction and assessments.	(1) Social Studies teachers will administer common formative assessments weekly to determine mastery of content.	Weekly check of PDSA tool/remediation and ACT tool.	Weekly check of common formative assessments	No Funding
		(3) Social Studies teachers will meet twice weekly within their PLC to determine assessments and data disaggregation.	Implementation of PDSA (Strategy and Act)	Twice a year/once each semester	School Funds
	<b>(4) Data Analysis:</b> Social Studies teachers will use their weekly common assessments in order to determine data and remediation strategies	(4) Social Studies teachers will use “The Fundamental Five” in order to develop learning objectives and closing tasks.	Implementation of PDSA tool/Plan strategy	Daily	School funds
		(5) Social Studies teachers will use the PDSA tool to determine re-teach and remediation strategies from the instruction and common assessments.	KAGAN coaching observations/department and PLC implementation of KAGAN strategies	Twice weekly	No funding
	<b>(5) Professional Development- History:</b> Social studies teachers will participate in content related professional development activities.	(5) Eighth grade teachers are involved in the HEART Grant and are attending 60 hours of PD through this grant. In addition, they will participate in The Experimental Immersion trip to Pennsylvania and Washington DC and the Causes of the Civil War Seminar at Ashland University	After teachers meet the full PD requirements, the implementation of the educational strategies in the classroom.	Ongoing throughout the school year	District and School funds

<p><b>Objective 4:</b> The writing indicator will increase from <b>79.1</b> in 2019 to <b>88.3</b> in 2021.</p> <p>The percent of students scoring proficient or higher in writing will increase from <b>56.2%</b> in 2019 to <b>67.6%</b> in 2021.</p>	<p><b>(2,3) Collections Implementation:</b> Language Arts teachers will implement the Performance Assessment as directed by the district.</p>	(2) Language Arts teachers will provide exemplary model of writing for student analysis.	Upon completion of specified unit	Check after each assessment has been administered	No funding
		(5) Provide individualized feedback during the writing process	Upon completion of specified unit	Check after each assessment has been administered	No funding
		(3) Teachers will administer <i>Collections Performance</i> assessment as directed by the district.	Upon completion of specified unit	Check after each assessment has been administered	No funding
		(2) Teacher will implement high yield instructional strategies throughout the writing process.	Upon completion of specified unit	Check after each assessment has been administered	No funding
	<p><b>(2,3) Document-Based Questions:</b> Social Studies teachers will implement the DBQ writing process and administer assessments.</p>	(2) Social Studies teachers will deliver instruction of DBQ (analysis of documents and writing pieces).	Implementation of DBQ full writing process	Twice a year (once in the Fall and once in the Spring)	School funds
		(3) Students will complete a published five paragraph writing piece	Implementation of DBQ full writing process	Twice a year	No funding
	<p><b>(1) Explicit Grammar Instruction:</b> Providing access to explicit grammar instruction that address Common Core Language standards.</p>	(1) Teachers provide access to grammar and writing instruction for all students through No Red Ink.	Usage reports generated by No Red Ink	Quarterly	School funds
		(2). Teachers use No Red Ink to identify and address grammar and writing instructional gaps.	Usage reports generated by No Red Ink	Quarterly	School funds

**Goal 3- Achievement Gap: The combined percentage of special education students scoring novice in reading and math will decrease from 54.95% in 2019 to 45.95% in 2022 as measured by KPREP.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
<b>Objective 1:</b> The percentage of special education students scoring novice in reading on KPREP will decrease from <b>60.5%</b> in 2019 to <b>57.5%</b> in 2021 as measured by KPREP.	<b>(2) Collections implementation:</b> Language arts teachers will implement the <i>Collections</i> curriculum for language arts instruction to fidelity.	(2) Teachers will receive training in <i>Collections</i> as provided by the district.	After teachers receive full training in the program	Completed by September 2019	District funds	
		(4) Teachers will administer <i>Collections</i> assessment as directed by the district.	Upon completion of specified unit	Upon completion of each specified unit	District funds	
	<b>(4) MAP and <i>Collections</i> data analysis:</b> Collegial groups will monitor assessment data from the <i>Collections</i> district assessment and MAP in order to adjust instruction and determine interventions.	(4) Language arts teachers will complete MAP data analysis after the winter and spring assessment to determine instructional adjustments and determine students who require MTSS interventions.	Full implementation of data analysis process	Check after each assessment has been administered	No funding	
		(4) Language arts teachers will disaggregate each unit test from <i>Collections</i> to determine instructional adjustments and determine students for reteach.	Full implementation of data analysis process	Check after each assessment has been administered	No funding	
	<b>(5) Re-teaching class:</b> Language arts teachers will determine students weekly for re-teaching class based on mastery of standards for the week.	(4) Language arts teachers will use formative assessment data to determine students for re-teaching class	Weekly check of progress on re-teaching process	Weekly	No funding	
		(4) Reteach language arts teacher will redeliver instruction during re-teaching class to help students achieve mastery.	Weekly check of progress on re-teaching process	Weekly	No funding	
	<b>Objective 2:</b> The percentage of special education students scoring novice in math on KPREP will decrease from <b>49.4%</b> in 2019 to <b>46.4%</b> in 2021 as measured by KPREP.	<b>(2) enVision implementation:</b> Math teachers will implement the <i>enVision</i> curriculum for math instruction to fidelity.	(2) Teachers will receive district <i>enVision</i> training	After teachers receive full training in the program	Completed by September 2019	District funds
			(4) Teachers will administer district <i>enVision</i> assessments	Upon completion of each topic	Upon completion of each specified topic	District funds
<b>(4) MAP and <i>enVision</i> data analysis:</b> Collegial groups will monitor assessment data from the <i>enVision</i> district assessment and MAP in order to adjust instruction and determine interventions.		(4) Math teachers will complete MAP data analysis to determine instructional adjustments and determine students who require MTSS interventions.	Full implementation of data analysis process	Check after each assessment has been administered	No funding	
		(4) Math teachers will disaggregate each <i>enVision</i> unit test to determine instructional adjustments and students for reteach.	Full implementation of data analysis process	Check after each assessment has been administered	No funding	
<b>(5) Re-teaching class:</b> Math teachers will determine students weekly for re-teaching class based on mastery of standards for the week.		(4) Math teachers will use formative data to determine students for re-teaching class	Weekly check of progress on re-teaching process	Weekly	No funding	
		(4) Reteach math teacher will redeliver instruction during re-teaching class to help students achieve mastery.	Weekly check of progress on re-teaching process	Weekly	No funding	

**Goal 4- Growth: The combined Growth Indicator will increase from 57.3 in 2019 to 63.3 in 2022 as measured by KPREP.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
<b>Objective 1:</b> The reading growth indicator will increase from 60.5 in 2019 to 62.5 in 2021.	<b>(4) MAP and Collections data analysis:</b> Collegial groups will monitor assessment data from the <i>Collections</i> district assessment and MAP in order to adjust instruction and determine interventions.	(4) Language arts teachers will complete MAP data analysis after the winter and spring assessment to determine instructional adjustments and determine students who require MTSS interventions.	Full implementation of data analysis protocol	Check after each assessment has been administered	No funding	
		(4) Language arts teachers will disaggregate each unit test from <i>Collections</i> to determine instructional adjustments and determine students for reteach.	Full implementation of data analysis protocol	Check after each assessment has been administered	No funding	
	<b>(5) Reading Plus for Tier 2:</b> Students who score below the 25 <sup>th</sup> percentile on MAP will be targeted for Tier 2 intervention services.	(5) Train all Tier 2 and Tier 3 teachers on the implementation of Reading Plus. Teachers will then receive coaching from the Reading Plus personnel on data analysis and implementation.	Tier 2 and 3 teachers are trained on Reading Plus	Once training has been completed	School funds	
		(5) Train all Tier 2 and Tier 3 teachers on implementation of FAST	Tier 2 and 3 teachers are trained on FAST	Once training has been completed	District	
		(5) Trained teachers will implement Reading Plus, a research-based strategy, on average 20 minutes per day, 5 days per week.	FAST and Reading Plus data will be analyzed by the MTSS Reading Committee once 6 data points on FAST progress monitoring have been collected.	Data analyzed monthly	School funds	
		(5) Student progress will be monitored every 2 weeks on FAST progress monitoring for reading fluency and comprehension.	FAST and Reading Plus data will be analyzed by the MTSS Reading Committee once 6 data points on FAST progress monitoring have been collected	Data analyzed by committee monthly	School funds	
		<b>(5) Research based programs for Tier 3:</b> Students who score below the 25 <sup>th</sup> percentile on MAP and below the 10 <sup>th</sup> percentile on FAST screening will be targeted for Tier 3 intervention services. Student progress will be monitored every week on FAST progress monitoring for reading fluency and comprehension.	(5) Tier 3 teachers will receive training on SRA Corrective Reading for decoding instruction.	Tier 3 teacher has been trained on the program	Once training has been completed	School funds
	(5) SRA Corrective Reading, Decoding approach direct instruction in reading decoding and comprehension for 25 minutes per day, 5 days per week.		Tier 3 teacher has been trained on the program	Once training has been completed	School funds	
	(5) Students in Tier 3 will continue with 25 minutes of Reading Plus per day as well		Student progress will be monitored every week on FAST progress monitoring for reading fluency and comprehension.	Weekly	School funds	
	(5) FAST and Reading Plus data will be analyzed by the MTSS Reading Committee after six data points are collected.		Full implementation of MTSS protocol, MTSS meetings	Monthly	No funding	
	<b>Objective 2:</b> The ELL growth indicator will increase from 79.5 in 2019 to 81.5 in 2021.	<b>(4)SIOP trained teams:</b> The teachers from 3 school teams who have large ELL populations will be trained in the Sheltered Instruction Operating Protocol (SIOP).	(4) Teachers will receive training through district funded professional development.	Full implementation of SIOP protocols and observations conducted by the SIOP building coach.	Daily	District funding
			(5) The SIOP building coach will conduct observations of teachers and provide them with feedback.	Ellevation Progress Monitoring Reports	Each nine weeks	No funding
		<b>(5) SIOP building coach:</b> One teacher will be trained in the SIOP coaching protocol to support classroom teachers throughout the building.	(5) The coach will observe classroom instruction and will help teachers develop modified instruction to benefit ELL students.	Implementation of SIOP protocol based on coaching observations and feedback from the SIOP building coach.	Monthly	No funding
<b>(2) ELL Schedules</b> - ELL students will be scheduled intentionally based upon their current Ellevation and Access test results.		(2) The full time ELL teacher will deliver instruction in small group setting based on targeted level in ELL classes.	Implementation of daily ELL instruction by a certified ELL teacher, based upon their current Ellevation and Access test results.	Daily	District funding	

<b>Objective 3:</b> The math growth indicator will increase from <b>53.4</b> in 2019 to <b>55.4</b> in 2021.	<b>(5) Re-teaching class:</b> Math teachers will determine students weekly for re-teaching class based on mastery of standards for the week.	(4) Math teachers will use formative assessment data to determine students for re-teaching class	Weekly check of progress on re-teaching process	Weekly	No funding
		(4) Reteach math teacher will redeliver instruction during re-teaching class to help students achieve mastery.	Weekly check of progress on re-teaching process	Weekly	No funding
	<b>(5) Tier 2 Math instruction:</b> Students who score below the 25 <sup>th</sup> percentile on MAP and below the 10 <sup>th</sup> percentile on FAST screening will be targeted for Tier 3 intervention services. Student progress will be monitored every week on FAST progress monitoring for reading fluency and comprehension.	<b>(3)</b> Students guided through a defined instructional sequence (Skills Intervention curriculum). Within systematic and explicit instruction, students learn to regularly apply strategies that effective learners use as a fundamental part of mastering concepts. The teacher is able to provide individual and small-group instruction in order to reinforce mathematical concepts that have yet to be mastered by the student.	Full implementation of MTSS protocol, MTSS meetings	Monthly	No funding
		<b>(4)</b> Provide students with a weekly assessment of 21 questions to be completed in 8 minutes. There are two components to this strategy- measurement and evaluation. Upon completion of the assessment, students meet with the teacher to receive individual feedback based on their performance. Then, students analyze and reflect on their score. They compare their progress to previous assessments and set goals for the upcoming week.	Weekly check of monitoring data	Monthly	No funding
		(3) Teachers will provide active engagement opportunities using Kagan Structures	Kagan Coaching Observations	Fall and Spring Semester Observations (2x/year)	School funds
		(5) Teachers will identify and address gaps through enrichment classes by providing additional instruction and support.	Implementation of school-wide enrichment classes	Quarterly	No funding
		(5) A teacher who has been trained in the iReady program will deliver direct instruction in math for 25 minutes per day, 5 days per week.	Tier 3 teacher has been trained on the program	Once training has been completed	School funds
		(5) Students in Tier 3 will continue with 25 minutes of the iReady computer portion per day as well.	Student progress will be monitored every week on FAST progress monitoring.	Weekly	School funds
		(5) Tier 3 teachers will receive training on iReady for math instruction for fluency and problem solving.	Tier 3 teacher has been trained on the program	Once training has been completed	ESS funding
		(5) FAST and iReady data will be analyzed by the MTSS Math Committee once 6 data points on FAST progress monitoring have been collected.	Full implementation of MTSS protocol, MTSS meetings	Monthly	ESS funding District funding

## Targeted Services Reopening Plan

# EDYTHER J. HAYES MIDDLE SCHOOL

As the district and schools continue providing instruction utilizing the NTI-2DL model, it may be necessary for schools to bring small groups of students into the building for short orientation periods or to provide targeted services. This document should be used to capture and communicate the districts' targeted services model.



### General Health Procedures and Protocols

- **Masks:** All students and staff are required to wear a mask at all times while in the building or on the bus, with the exception of those who have a medical exemption. Students and staff should only lower their masks while actively eating or drinking. Masks will be provided for students or staff members who do not have one.
- **Clean Hands:** Frequent hand-washing will be encouraged, and hand-cleaning supplies including hand soap, paper towels, and hand sanitizer containing at least 60% alcohol will be readily available on buses, in classrooms and throughout the school grounds.
- **Temperature Check:** Temperatures will be taken as students enter school busses for those that have a monitor. If a bus does not have a monitor a red sign will be placed in the window to alert school staff. These students will be screened upon entry to the building by school staff. Walkers and car finders will also be screened upon entry.
- **Healthy Habits:** Students and staff will be encouraged to avoid touching their eyes, nose and mouth, stay home when sick and cover coughs or sneezes with a tissue, then throw the tissue in the trash.
- **Social Distancing:** Everyone – employees, students, contractors and visitors – will be expected to maintain at least six feet of space between themselves and others at all times. This mitigation measure is known as social distancing and will be accomplished by ensuring increased spacing throughout the building and in classrooms. Classroom layouts and arrival and dismissal processes will be modified to maintain physical distancing. Floors will be marked to indicate safe distancing. Students will remain six feet apart in line, in the hallways, in common areas and as much as possible in classrooms and on school buses.
- In the event that there is a confirmed case of COVID-19, the school will work with the district office, the Fayette County Health department, and transportation to conduct contact tracing. Communication to families will follow.



### Family Assurance of Student Health

- Families who send their child to school will be asked to attest that their child does not have a fever and has not exhibited any of the symptoms of COVID-19 within the past 48 hours.



### Transportation

- All families who can transport their children to school are strongly encouraged to do so to help reduce the number of students on each bus.



- Buses that have monitors will screen student temperatures as they board the bus. Students with a fever will sit in a designated section and upon verification of fever at school, family will be called to pick up the child. If there is not a bus monitor, then students will have their temperature taken by school staff upon arrival.
- Hand sanitizer will be provided as students enter and exit the bus.
- Students who have a medical exemption for wearing a mask will be assigned seating at the front of the bus.
- Buses will be loaded from the back to the front, and unloaded from the front to the back.
- Buses will be sanitized between routes and at the end of the day.



## Arrival

### Staff Arrival

- Staff members will arrive at the building by **8:30** a.m. and will be at his/her designated post by that time. If a staff member is not able to take his or her temperature at home, he/she may utilize the thermometers located at the front check stations.
- If a staff member is not able to report to work, he or she should follow standard operating procedure as defined in the staff handbook. Additionally, he or she should contact one of the substitutes identified on the Edythe J. Hayes Middle School preferred list.

### Staff Supervision Duty

- Staff will perform specific morning duties to facilitate the implementation of the morning arrival plan. Please refer to pages 52-58 of the [Edythe J. Hayes Middle School Faculty and Staff Handbook](#) for specific teacher locations and duties.

### Student Bus Arrival

- Students being dropped off by buses with monitors will have already had their temperatures taken. Students with a fever will exit first and be taken to the isolation area to await a family member to take them home.
- All students should line up 6 feet apart outside of the side doors at the front entrance (spacing will be marked) while waiting to pass through the temperature screening area. If cameras pick up a temperature student will be manually scanned by staff.
- Bus riders will enter using the side doors at the front entrance. Students will report to 7th period class upon arrival for breakfast.
- Please be sure to adhere to all school guidelines to help with a smooth arrival process.

### Walker/Car Arrival

- Doors will open at 1:50 PM for Targeted Instruction.
- Walkers and car riders will enter through the side athletic entrance for temperature screening. Students should line up 6 feet apart (spacing will be marked) while waiting to pass through the temperature screening area.
- Students will report directly to their assigned room.
- Parents will not be allowed to walk students into the building.



## Health Screenings

- All students and staff are required to complete a daily health screening questionnaire.
- All students and staff will have their temperature checked upon arrival.



## Sick Room

- The nurses' office will remain open for routine student needs, such as dispensing medication.
- Students who have a fever of 100.4 or display symptoms of COVID-19 will be supervised by an adult in the quarantine room adjacent to the nurse's office. Families will be contacted to come pick-up their children as soon as possible.
- Parents will enter the vestibule and notify the attendance clerk that they have arrived to pick up their child.
- The student will be escorted to the vestibule at that time.
- An adult must come into the building to sign the student out. We cannot accept phone calls saying a parent has arrived in the parking lot and allow a student to leave.
- Staff will continue using the self-check guidance and protocols from the FCPS Health Screening Form.
- We will monitor the protocols and Guidance of the District Health and Safety Team around parent expectations for screening their children and attestation submission.
- All students and staff will have their temperature checked upon arrival. Students or staff with temperatures over 100.4 will be required to return home.



## Hallway Protocols

- School hallways have been marked with floor stickers to designate social distancing requirements.
- School schedules will be adjusted to reduce hallway traffic.
- Students will always move counterclockwise within the building, following the directional signs.



## Classroom

- Student seats will be spaced as far apart as possible.
- All students will have access to individual supplies to eliminate sharing of materials.
- Students will all face the same way.
- Students will have assigned seats.
- Students will keep their belongings with them. Cubbies and lockers will not be used.
- At the end of each class, each student will be provided a disinfecting wipe or paper towel and disinfectant spray to wipe down their area.
- In any classes where equipment is used, students will be provided a disinfecting wipe or paper towel and disinfectant spray to wipe down their area at the end of class.

# Targeted Services Delivery Plan



**Who will be identified to participate in targeted services (Which students and which staff):**

- Special education students based on district criteria (18)
- Students receiving Tier 2 or Tier 3 intervention services (264)
- English Learners receiving direct services (36)
- Depending on building capacity, we will provide a second layer of targeted services for students enrolled in courses for high school credit for Tier 2 services. (280)



**Why are targeted services being provided to the group selected?**

**Describe the process, including which data was used to identify which students needed the most help:**

- Targeted services will be provided to the selected groups to address specific deficits and/or provide supplemental support to promote student success.
- Students were selected based on historical academic (MAP percentiles (25th Percentile and below), KPREP data, previous FAST monitoring) and/or behavioral (eOS, office referrals) data as identified by district/school service plans and intervention committee protocols.



**When are target services being provided:**

**FCPS transportation dependent and additional student opportunities:**

- 2:00-4:00 PM M-F
  - FCPS transportation will be provided on Wednesdays
- Students will be assigned one day per week, depending on method of transportation



**Where will the targeted services take place: Instructional setting-  
How will Safety Expectations and Best Practices for Kentucky Schools be implemented:**

- Targeted service teachers will use their assigned rooms
- Students will be assigned to a specific teacher and room, with an assigned seat
- Everyone will follow district and CDC safety guidelines



**How will targeted services be provided:  
Service delivery model (instructional grouping etc.)**

- Special education students
  - Educational services by their case manager and/or assigned staff
- Interventions
  - Students will be broken up into small groups with assigned staff
- English Learners
  - Students will be broken up into small groups with assigned staff
  - SIOP trained teachers will provide targeted instruction

***Special education students who meet the district-based criteria will be prioritized first. After those students have confirmed, families of other students who meet school-based criteria will be emailed a form to opt in for targeted services. These services will be provided on a first come, first serve basis based on building capacity and recommended health guidelines.***



**Input and Communication plan- staff, counsel, families, and stakeholders:**

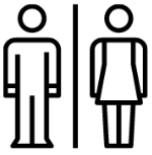
Input was collected from various stakeholders, including exceptional child educators, EL teacher, and Gifted and Talented teacher, intervention teachers, counselors, and administrators

[Targeted Services for Special Education Students](#)

[Targeted Services for EL Students](#)

*See appendices for specific stakeholders*

# Common Area Procedures



## Restrooms

- Facilities will be cleaned every 30 minutes.
- Sinks, stalls and urinals will be limited to allow for social distancing.
- Individual bathroom breaks will be allowed as needed.



## Water Breaks

- Water fountains will not be used. Water bottle filling stations will be available.
- Students will be allowed to bring individual water bottles from home.
- Water bottles will be provided for students who do not have one. Students or the school will provide reusable water bottles to be refilled with water throughout the day. Water bottles will be labeled with each student's name. This will reduce the number of students drinking directly from the water fountains.

# Dismissal/Student Pick-up



## Dismissal Procedures

- Dismissal procedures will begin earlier to stagger movement and spacing of students.
- Walkers and car riders will be dismissed first and will be dismissed through the athletic entrance doors.
- Bus riders will be dismissed after car riders and walkers and will exit through the front side portable doors and through the front entrance side doors.



## Visitors/Student Pick-up

- To ensure the health and safety of students and staff, entry points to buildings will be restricted and access to schools will be limited to students and staff as much as possible.
- Special programs or activities that invite visitors into the building will not be permitted.
- Parent conferences will be held virtually.



## Cleaning Protocols

- Increased cleaning and sanitizing protocols will be implemented in all FCPS classrooms, schools, facilities and buses.
- High-touch surfaces will be cleaned frequently.
- Cleaning supplies and personal protective equipment (PPE) for staff are already in stock to ensure availability.
- Time for deep cleaning will be built into the school schedule.



## Large Group Gatherings

- Assemblies, pep rallies, field trips and other group gatherings will not be permitted at this time.



## Communication and Notification Procedures- 902 KAR 2:220E Emergency Administrative Regulation

- Families are required to notify FCPS if their student tests positive for COVID-19. To report a positive case, families should call 859-381-FCPS (3277), email [covid19@fayette.kyschools.us](mailto:covid19@fayette.kyschools.us) or visit [www.fcps.net/covid19](http://www.fcps.net/covid19).
- The Lexington-Fayette County Health Department will conduct contact tracing, a process of identifying and analyzing the interactions the individual who tests positive has had with others to assess the potential risk to our school community.
- The Lexington-Fayette County Health Department will identify individuals who need to quarantine as a result of interactions with someone who tested positive for COVID-19.
- Anyone identified as a close contact of a staff or student who tests positive for COVID-19 will be notified by phone and instructed to quarantine for 14 days from the time they last interacted with the individual.
- After close contacts have been personally notified, all families at our school will receive an email via Infinite Campus making them aware of the case.
- All school communication will be delivered through *The Prowl Weekly* newsletter (available on our school website and Infinite Campus Messenger), Infinite Campus Messenger, and Canvas.
- While committed to maintaining the confidentiality of students and staff, we will make every effort to be transparent regarding all COVID-19 related matters.

## Appendices

September 4, 2020:	<a href="#">Administration meeting to begin hybrid model</a>
September 11, 2020:	<a href="#">Administration meeting to continue development of hybrid model</a>
September 11, 2020:	<a href="#">Hybrid model feedback survey to staff</a>
September 21, 2020:	<a href="#">Department chair meeting to discuss hybrid instruction model</a>
September 22, 2020:	Team leader meeting to discuss hybrid logistics model (see Communications portion of this plan)
September 25, 2020:	<a href="#">Faculty meeting to discuss hybrid instruction</a>
September 25, 2020:	<a href="#">Parent survey on NTI 2DL</a>
October 7, 2020:	Hybrid Instruction and Targeted Instruction Committees' meeting at 3:00 PM (See details in this plan as documentation)
October 8, 2020:	PTSA board meeting to discuss hybrid and targeted services instruction models
October 9, 2020:	Administration meeting to finalize communication and targeted services plan (See details in this plan as documentation)
October 16, 2020:	Faculty meeting to review final plan
October 20, 2020:	SBDM meeting to present hybrid and targeted services plan

### Administration team members

Brett Ashcraft, school resource officer  
Diane Bradley, bookkeeper  
Kris Church, achievement and compliance coach  
Anna Dennis, administrative assistant  
Alan Ford, counselor  
Timia Gardner, counselor  
Sammy Hall, school technology coordinator  
Emily Haneline, associate principal  
Jonna Hayden, counselor  
Dave Hoskins, principal  
Nikki Kiser, attendance specialist  
Jessica Moore, counselor  
Kegan Nall, media specialist  
Jason Pack, MTSS behavior coach  
Sonal Patel, district mental health specialist  
Matthew Sherrard, associate principal  
Ashlee VanHoose, gifted and talented coordinator

### Team leaders

Willie Bartley, 6th grade Lynx  
Blake Bishop, 6th grade Bobcats  
McKenna Hallagan, 6th grade Cougars  
LeAnn Hall, 8th grade Panthers  
Amy Hawkins, Academy Prep Program leader  
Colleen Hollon, 7th grade Jaguars  
Ro Koop, 8th grade Panthers  
Matthew Sherrard, associate principal/team leader supervisor  
Morgan Sizemore, 7th grade Wildcats  
Krista Stuckey, 7th grade Lions

### Department chairs

Jessica Bohannon, science department  
David Kitchen, social studies department  
Emily Levey, arts and humanities department  
Emily Haneline, associate principal/department chair supervisor  
Amy Hawkins, career and technical education department  
Kelly Maggard, language arts department  
Emily Powell, math department  
Susan Snodgrass, language arts department  
Andrea Straub, exceptional child educators department

**Communications plan committee**

Brett Ashcraft, school resource officer  
Kris Church, achievement and compliance coach  
Anna Dennis, administrative assistant  
Timia Gardner, counselor  
Sammy Hall, school technology coordinator  
Nikki Kiser, attendance specialist  
Kelly Maggard, language arts department chair  
Jason Pack, MTSS behavior coach  
Matthew Sherrard, associate principal, committee chair  
Andrea Straub, exceptional child educator department chair

**Targeted instruction committee**

Willie Bartley, 6th grade science/MTSS behavior Tier 2  
Kris Church, achievement compliance coach  
Alan Ford, counselor  
Teresa Foster, MTSS math  
Laura Gilmer, exceptional child educator- math  
McKenna Hallagan, 6th grade language arts/MTSS reading Tier 2  
Emily Haneline, associate principal, committee chair  
Jonna Hayden, counselor  
Bonnie Litteral, MTSS reading  
Jessica Moore, counselor  
Kegan Nall, media specialist  
Susan Snodgrass, 6th grade language arts  
Ashlee VanHoose, gifted and talented coordinator

**PTSA meeting attendance**

Andrea Bailey, vice president, membership  
Cindy Bishop, vice president, hospitality  
Brenda Goodpaster, president  
Emily Greenfield, secretary  
Cheri Sanger, member

**SBDM council**

Sommer Anderson, parent representative  
Brandon Castillo, teacher representative  
Ryan Finnell, parent representative  
Dave Hoskins, principal  
Ro Koop, teacher representative  
Abel Logan, teacher representative  
Kelsey Meece, teacher representative